Work-based learning:

models and approaches

The Open University



The Centre for Outcomes-Based Education

COBE

Practical pedagogy from COBE

This booklet is part of the Practical Pedagogy series from the Centre for Outcomes-Based Education (COBE). This series provides practical advice and examples of learning, teaching and curriculum development.

COBE works with course teams, faculties and regions to support innovative curriculum design, assessment and academic staff development.

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Connecting Learning, Development and Work

Contents

Introduction

Work-based learning is increasingly an important part of the higher education curriculum and not just for Foundation Degrees. Many students at the Open University, and across the higher education sector, study because they want to enhance their career and employment prospects. Work-based learning courses can therefore give faculties the opportunity to give their degree programmes an added value when it comes to enabling students to achieve a range of learning outcomes.

This booklet offers a set of resources comprising fact sheets, checklists and case studies to help you develop work-based learning courses at higher education level that are specifically focused on low workplace support and are based on time-effective, cost-effective models. This material has been developed from the work of the Centre for Outcomes-Based Education (COBE) and course teams.

There is a range of possible approaches to work-based learning support: from minimal workplace guidance to full mentoring support. Up until 2000, the Open University relied on delivering the full mentoring support model of work-based learning in, for example, education and health care courses. The value of this model of work-based learning is that it enables students to receive observational assessment in the workplace, thereby meeting the requirements of particular occupational standards.

In 2000, when COBE began researching and designing work-based learning models, the introduction of Foundation Degrees meant that course teams needed models for occupations which did not need observational assessment, e.g. ICT or public administration. COBE has therefore focused on designing models to meet the needs of these types of occupation. This development has been based on liaison across the University with central academics, regional staff and associate lecturers. It has also been based on discussions with employers, professional institutions and governmental agencies. For information about COBE's approaches to work-based learning development, please visit our website at **www.open.ac.uk/cobe** or email **cobe@open.ac.uk**

The following list provides a brief description of the contents of this booklet.

Developing work-based learning: what do you need to know?
Principles for developing work-based learning at course level.

Four fact sheets offer reference and guidance points on developing work-based learning themes:

Fact Sheet 1 Approaches to work-based learning
Work-based learning models for the OU.

Fact Sheet 2 Support and Quality Assurance
Workplace low support model.

Fact Sheet 3 Generic course content
Generic course content for work-based learning at HE level 1.

Fact Sheet 4 The work-based learning agreement
Example of work-based learning agreement.

Three checklists are provided: two checklists are for use at course and award level while the third contains a range of frequently asked questions. The checklists are:

Checklist 1
A summary of the process of developing work-based learning at course level.

Checklist 2
A summary of the process of developing work-based learning at award level.

Checklist 3
Answers to a range of frequently asked questions.

Five case studies give details of work done with faculties and course teams, and illustrate practical approaches and solutions to issues relating to developing work-based learning courses:

Case Study 1 T121 *Information and Communication Technologies at Work*
An example of course development using a low-level work-based learning support model.

Case Study 2 B121 *Managing in the Workplace*
An example of course development using COBE's 'sub-HE into HE' model.

Case Study 3 M226 *Computing: A Work-Based Approach*
A modification of COBE's approach to incorporate British Computer Society (BCS) professional body requirements and workplace visits.

Case Study 4 E115 *Personal Professional Development: Early Years Settings*
Supporting the development of work-based learning for the Foundation Degree in Early Years.

Case Study 5 *Foundation Degree in Working with Young People*
Development of an Employers' Briefing Pack.

Developing work-based learning: what do you need to know?

The recent interest in this question can be viewed in the light of the current government agenda of widening participation and life-long learning. If higher education is to meet the needs of a wider section of the population, then new and more-inclusive opportunities for learning are necessary: Foundation Degrees tailored for particular occupational areas, and work-based learning courses available to all students, are two such opportunities.

Principles for developing work-based learning at course level

There is a range of possible work-based learning support models: from low-level support to high 'mentoring' support. It is important for course teams to recognise that any of these models may offer an appropriate level of student support depending on the assessment requirements of the particular occupational standards involved.

The importance of developing new low-level support models for work-based learning should be viewed in relation to broadening the range of models that were available to the OU in 2000. Traditionally, work-based or practice-based learning has been presented in areas such as teaching and nursing where a high level of face-to-face support, i.e. mentoring, is required. Where a high level of face-to-face support is not required, then there is no need to incorporate mentoring support into work-based learning courses.

In setting out to develop and deliver work-based learning, course teams should answer the following two key questions:

- What are the requirements of the relevant occupational standards, or professional guidelines?
- How best can the occupational standard be assessed and supported at a distance?

To answer these questions, course teams and programme committees should identify the relevant occupational area to which their discipline area applies and locate the appropriate occupational standards so as to ensure their award gains external recognition.

These occupational standards can be located through the Sector Skills Development Agency website: http://www.ssda.org.uk/

Once the occupational standards have been identified, course teams will need to liaise with the relevant professional body or occupational representatives in order to agree the skills that are to be met within the new course and programme. Ideally, the representative should be a member of the course team.

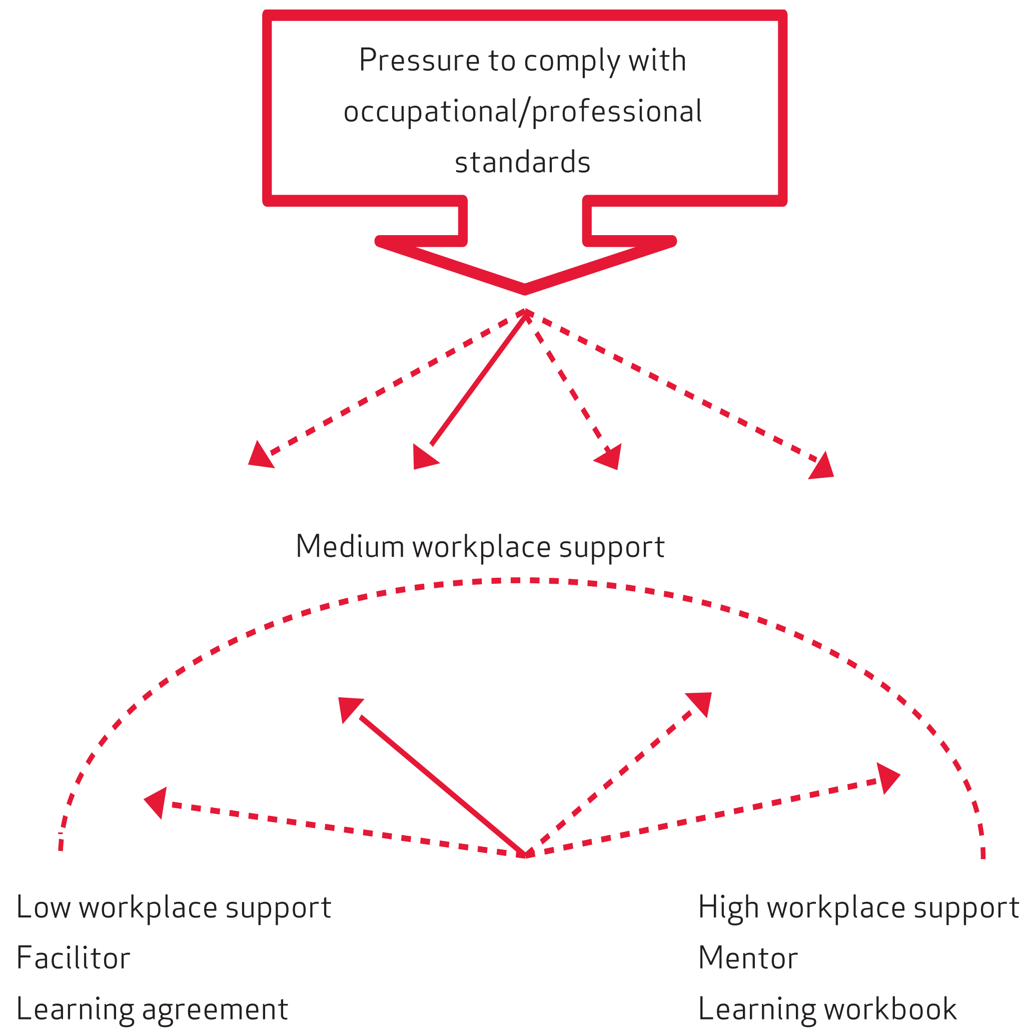
Through a process of negotiation and liaison, course teams will have to identify these skills as well as the learning outcomes at higher education level. These two areas will not necessarily be separate but they will take time to work through and the final learning outcomes for the course and programme must be understood and accepted at both occupational and academic levels. This process is an important stage in ensuring that students gain an accredited qualification which will enable them to both further their career and gain higher education credit.

The diagram in Figure 1 shows the significant pressure that external professional standards apply to the decision-making process.

To provide satisfactory and successful work-based learning opportunities for students, course teams and programme committees will need to work closely with occupational representatives in order to meet external, as well as OU, requirements.

It is recommended that early communication with appropriate occupational / professional representatives will provide the best way to create effective relationships. These relationships will need time to build a mutual understanding of the issues involved and to enable a productive sharing of both occupational and higher educational standards.

Figure 1 Selecting the relevant work-based learning support framework.



Course teams need to select the most appropriate support framework that complies with the requirements of the occupational/professional body

Fact Sheet 1

Approaches to work-based learning

The driving force behind COBE's development has been the search for a high quality, academically sound set of activities and support materials which are occupationally relevant to a wide range of work settings.

COBE's low-level support model for work-based learning was developed for those occupations which do not require direct observation as part of the assessment strategy (see Fact Sheet 2). For example, individuals working in areas such as ICT or public administration do not have the same need for observation of appropriate skills as those learning to become nurses and teachers. As already stated, the choice of an appropriate work-based learning model is a key consideration at course and programme level; and where workplace observations are necessary to meet external occupational requirements, this support model will not be appropriate.

Other developments, such as the work-based learning component of the Foundation Degree in Working with Young People, have adapted the low-level support model to include an observation of face-to-face practice to comply with professional body requirements. In this case, a member of workplace staff with the relevant professional qualification is required to carry out the observation, and an associate lecturer would carry out a repeat observation if the student did not pass the first one.

COBE has taken a generic approach to find the key areas of workplace activities which are relevant to a large number of employees (see Fact Sheet 3). This model can help course teams market their work-based learning courses to a large target group of students from a wide range of sectors across a particular occupational area.

Work-based learning: 'Sub-HE into HE' approach

A 'Sub-HE into HE' approach to work-based learning has been developed which enables students who already have an NVQ level 3 or equivalent award to gain credit at HE level 1 by undertaking a specifically designed, additional assessment strategy. NVQ level 3 awards enable students to show that they can carry out relevant practical activities and meet occupational competencies required for a particular vocational or professional role. These practical skills are a valuable learning opportunity for students who will have had to demonstrate a number of learning outcomes in the form of a portfolio of evidence of their completed activities.

Students with an NVQ level 3 have already carried out a range of relevant workplace activities and can demonstrate that they meet the occupational competencies for their particular workplace setting. What they cannot demonstrate in this level of qualification is their ability to meet the learning outcomes of HE level 1 study. To gain 30 HE level 1 credits, students with an NVQ level 3 will be required to undertake 150 hours of distance-learning study at HE level from specifically prepared learning materials as well as successfully completing two assignments. There is no examination component. Student support will be provided by a tutor who will give advice and guidance on completing the assessment. Students will also have the opportunity to attend a face-to-face tutorial with their tutor and other members of their student group at the beginning of their studies.

COBE has worked closely with OUBS to develop a management version of these learning materials and assessment strategy (see Case Study 2).

Fact Sheet 2
Support and Quality Assurance

Workplace low-level support model

COBE has devised a support framework (see Figure 2) which enables students to negotiate their workplace support and find a workplace facilitator who can support them in their activities but who does not have an assessment role.

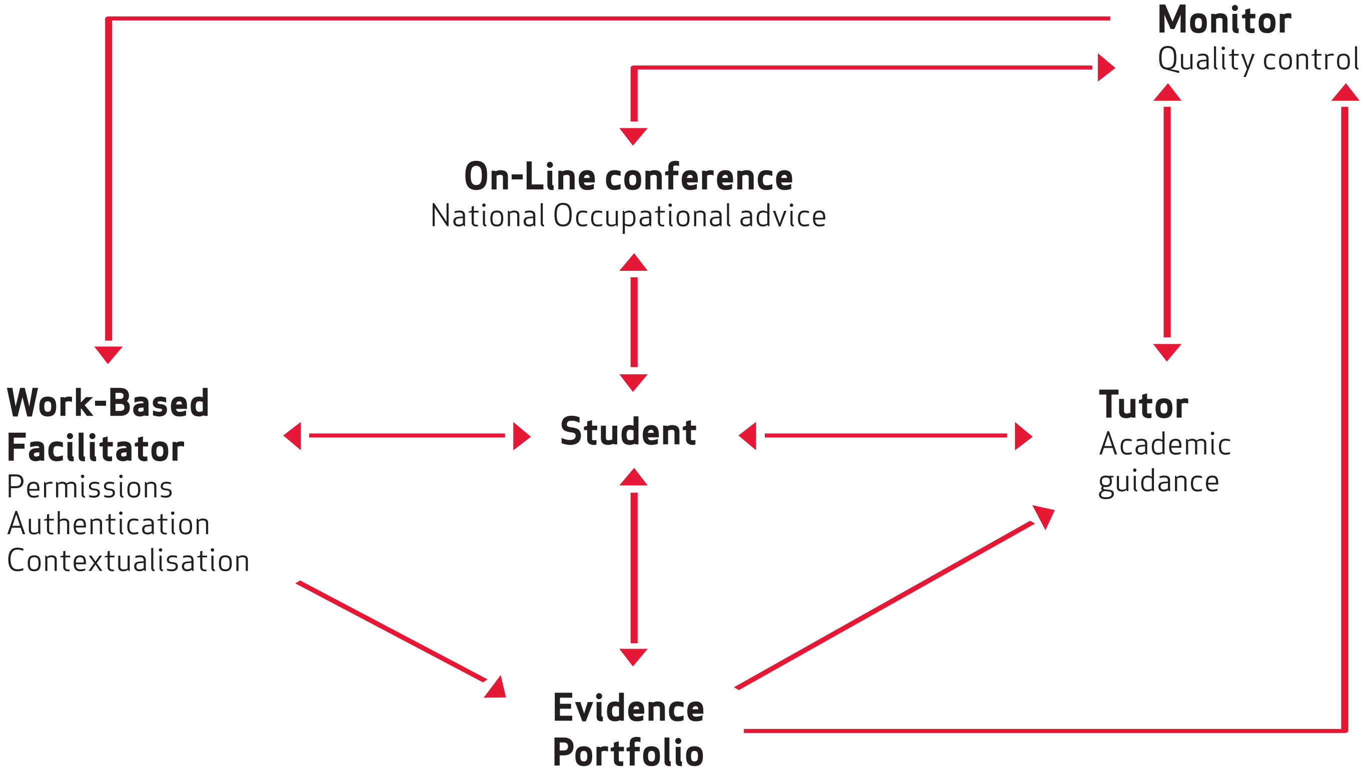
This support model can be customised by course teams to fit within one of their programmes and develop some of the learning outcomes that conventional courses find hard to address.

(i) Work-based facilitator
By reducing the work-based role of the mentor to that of a facilitator, this model is still able to provide witness statements, general support, and guidance, whilst reducing the costs associated with the full mentoring model. The work-based facilitator is likely to be the student's line manager, who would be fulfilling the normal staff development role which that position requires.

(ii) On-line national conference
The on-line national conference offers advice on relevant occupational standards. In this way, the costs of providing occupational advice can be kept to a minimum and students will be actively encouraged throughout the course to benchmark their evidence against the relevant occupational standards.

(iii) Academic tutor
Following normal University practice, the tutor will fulfil the usual academic role including marking the students' assignments and offering academic guidance.

Figure 2 Low-level support model.



Fact Sheet 3

Generic work-based learning course content

COBE has designed a generic course framework for work-based learning at HE level 1 study by examining the different aspects of the working environment and by selecting the essential areas of relevance for all employees. Areas such as health and safety, access to resources, legislation policy, areas for workplace improvement and developing own learning can be applied to any work setting and can therefore form the basis of a wide variety of work-based learning components.

This generic course content framework can be contextualised to enable students to meet specific occupational and higher education learning outcomes.

The requirements for level 2 and level 3 work-based learning courses may be met by enabling students to undertake a small work-based learning project.

Block 1	**Block 3**
Describe self, work role and setting Carry out initial personal skills audit in relation to work role Identify priority area for improving skills Explore organisation type and context (including the wider competitive environment) and cognitive skills involved Negotiate work-based learning agreement to benefit self and work Establish learning log system	Explore regulations, policies and procedures affecting workplace Identify roles and responsibilities, especially in health and safety Carry out a risk assessment for an area of work Evaluate effectiveness of procedures and make suggestions Produce information for others Implement strategy for improving own skill in priority area
Block 2	**Block 4**
Explore and evaluate settings' resources: internal/external, physical, information, expertise, training, personal support Comment on the resources' fitness for purpose/ coverage/efficiency of use Identify gaps/improvements and produce recommendations with rationale, costs and benefits Develop strategy for improving priority area of own skills Contribute to on-line conference on occupational standards	Review personal/professional knowledge and skills. Evaluate own learning on module, drawing on learning log Produce work-based evidence to demonstrate improvement in own skills Research relevant/emerging developments Consider how student could contribute to future developments and present ideas to workplace

Fact Sheet 4

The work-based learning agreement

Students must be informed about the requirements of a work-based learning course at enquiry and registration stage so that they can make the necessary enquiries within their work setting and decide whether they will be able to meet the course requirements.

- *This proforma is an example of a work-based learning agreement*

Alternative versions can be developed to obtain agreement for authentication of students' work-place activities and to meet the needs of specific occupational and/or professional bodies.

To the person who can authorise, on behalf of your work setting, the work-based learning required for this Open University course.

As a student of the Open University ....is engaged in work-based learning.

S/he must identify the activities s/he needs to do within her/his work setting to further her/his Personal Development Plan (PDP). These activities should provide evidence to demonstrate that s/he is working towards achieving the occupational standards appropriate for those people who work with ICT. To this end the student must make a Personal Development Plan (PDP). This plan must be agreed within the student's work setting.

In order to make this PDP s/he will negotiate with colleagues to ensure:

- A good match between planned work-based learning activities and her/his role within the work setting
- The support of colleagues for planned work-based learning so that, in principle, the necessary resources, access and/or permissions can be arranged.

Obviously this type of work-based learning is dependent upon the co-operation of others within the student's work setting. Hence, the Open University requires evidence, from the student, that s/he has discussed this aspect of the course work with her/his employer or line manager and that this person is aware of the work-based learning the student is planning/doing.

Over the first few weeks of the course, the student is expected to prepare a work-based learning agreement. This is submitted to the Open University as part of the course assessment.
The agreement should set out what s/he intends to do, and why. The agreement should cover both the benefits to the student's personal professional development and benefits to their work setting. The agreement should identify the practical implications of doing the work-based learning. At this early stage this student needs to identify an appropriate person within her/his work setting to sign the "work-based learning agreement" on behalf of her/his work place. Please confirm you are willing to do this by completing and signing the attached form (agreement a).

Thank you and best wishes,

Course Chair.

Ref: wbl/doc/agreement

Authorisation

From the person who can authorise, on behalf of your work setting,

the work-based learning required for this Open University course.

I understand that ....is engaged in work-based learning which leads to an Open University award.

I have read the letter (Ref: wbl/doc/agreement) and am willing to sign this student's work-based learning agreement on behalf of her/his workplace.

Name:..

Position in student's work setting: ....

Work setting address:..

....

....

....

....

....

Signature: ....

Date: ....

Contact telephone number (the Open University may contact you as part of random sampling for Quality Assurance Purposes): ....

Checklist 1

Principles for course teams developing work-based learning at course level

1	The full range of HE learning outcomes are applicable; that is, knowledge and understanding, cognitive skills, key skills, practical and professional skills. (Further information on learning outcomes can be found in the COBE publication 'Learning Outcomes and Their Assessment'.)	
2	Students must be able to gain HE credit points.	
3	The assessment strategies must enable students to demonstrate both academic and work-related outcomes	
4	Student support frameworks must be available for both their workplace activities and their higher education studies (see example in Fact Sheet 2).	
5	Course materials must be linked to appropriate occupational competencies or standards. These are often complex mappings which may be subject to changes during presentation (see final paragraph on page 6).	
6	The work-based learning content and learning outcomes must meet the needs of the relevant professional body or employer groups.	
7	As with any course, the structure and design must encourage and support independent study.	
8	The course structure and design must enable students to learn from their own workplace experiences.	
9	Course teams should ensure that students are able to relate their work-place experiences to the theories, models and concepts included in the course materials.	

Checklist 2

Principles for developing work-based learning at programme level

1 Where work-based learning is appropriate, it should be included in a programme of study to enable students to achieve specific work-related learning outcomes	
2 Work-based learning outcomes should have parity with academic learning outcomes.	
3 Work-based learning should support the award learning outcomes, and not be seen as a 'bolt-on' extra.	
4 Where appropriate, work-based learning assessment should be integrated within the programme and not just confined to specific courses.	
5 Work-based learning should offer new or specialised learning opportunities within existing programmes of study.	
6 Work-based learning can offer added value learning opportunities which may be particularly appropriate for employment and careers.	
7 There must be links with relevant Sector Skills Councils and their frameworks, or other occupationally relevant external agencies.	

Checklist 3
Frequently asked questions

1 How can programme committees make contact with employers? • Use local business networks and agencies (e.g. Chambers of Commerce, Business Link, HR departments) • Contact employers who provide in-house staff development • Make use of Sector Skills Councils in relevant occupational area: see the following website: http://www.ssda.org.uk/	
2 How can programme committees make contact with employees? • British Chamber of Commerce: http://www.britishchambers.org.uk • Unison: http://www.unison.org.uk • Foundation Degree Forward: http://www.fdf.ac.uk	
3 What can the OU offer students and companies? • Making the business case to employers about how HE study can improve profitability, performance, staff retention, staff skills, confidence and business development • Clear progression routes for OU students, including sub-HE into HE • Accredited project-based HE activity in the workplace, which leads to recognised qualifications and awards • 'Earn while you learn' distance-learning approach	
4 How can programme committees identify knowledge and skills gaps? • Involve employers/employers' organisations in work-based learning course development at two levels: o membership of course teams o membership of programme committees	
5 How can programme committees address skills development needs? • Learning outcomes must be linked to appropriate occupational competencies or standards: http://www.ssda.org.uk/ • Awareness of external environment, i.e. government initiatives and policies	

Case Study 1
T121 Information and Communication Technologies at Work

Faculty of Technology

Challenge

In order to develop a work-based learning course at level 1 for students who work in ICT occupations, the course team needed to design a course to fulfil the following learning criteria:

- develop students' ability to learn from their work;
- develop students' skills in understanding their organisation and how it functions;
- enable students to apply their understanding and knowledge of ICT theory and practice within their workplace;
- enable students to evaluate and develop their personal and professional skills.

Through membership of the T121 course team, COBE worked closely with the Faculty of Technology to develop the course.

Requirements

Students need to:

- be working in a suitable ICT setting in a paid or voluntary capacity;
- have access to ICT facilities and the internet for at least eight hours per week;
- have permission to carry out work-based learning tasks in their work setting;
- have a suitable person within their work setting who will confirm that the work submitted is based on the student's practice within that setting;
- be competent in using the internet and office applications (e.g. word processing).

Context

T121 is a compulsory component of the Foundation Degree in Information and Communication Technologies and can also count towards most of the OU's other degrees at bachelor level. Before studying this course, students should already have completed T175 *Networked Living: Exploring Information and Communication Technologies* or the discontinued course T171 *You, Your Computer and the Net*. It is essential that students are confident in using the internet and basic office applications such as a word processor.

Students are allocated a tutor who will give them advice and guidance on the course requirements, and mark and comment on their written work. Students will also need to find a workplace 'facilitator' who will give them support and guidance in their workplace.

T121 Employability skills

In addition to the course learning outcomes, students on T121 are encouraged to identify and record the skills, knowledge and attributes that they develop through work and study which are valued by employers.

These employability skills include:

Written communication
Having the ability to present arguments, produce reports, summarise in writing in a clear and focused manner, related to the purpose of the text and its intended readers.

Oral communication
Being able to discuss issues, talk about specific topics, listen to viewpoints and present information.

Team working
Participating in group work activities by providing a valuable contribution and valuing inputs made by others, in order to reach a common goal.

Leadership
Having the capacity to motivate and encourage others in the achievement of specific objectives, and to carry ultimate responsibility.

Interpersonal skills
Having qualities that show an ability to relate well to others, and to accept and value them - particularly colleagues and customers.

Computer literacy
Being proficient in word processing and software packages.

Numeracy
Having the ability to interpret numerical data, including statistics, graphs, figures and budgets.

Planning and organising
Being able to organise work and personal events to produce a plan of action and reach a target.

Initiative
Being able to act without constant direction, to assess situations and recognise what needs to be done.

Adaptability/flexibility
Recognising that alternative action may be needed and being able to adapt to change, without detracting from the overall aims of a project or situation.

Further information

More information on employability can be found at the project website, http://www.open.ac.uk/cobe/employability/

Case Study 2
B121 Managing in the Workplace

Open University Business School

Challenge

In order to develop a work-based learning course at HE level 1 for students who already have a vocational qualification at level 3 (e.g. NVQ level 3), the course team developed a course to fulfil the following learning criteria:

- enable students to move into undergraduate study from sub-HE study;
- enable students to use their own workplace experiences to develop an academic understanding of management;
- develop students' study skills at higher education level.

COBE worked closely with the Open University Business School to develop B121, which is based on a 'sub-HE into HE' approach.

Requirements

Students need to have:

- a suitable level 3 vocational qualification;
- access to ICT facilities and the internet.

Students' motivation (and thereby widening participation) can be enhanced by:

- building academic knowledge onto individuals' work experiences.

Context

B121 is for students who have successfully completed study at level 3 within the QCA qualification framework (e.g. NVQ level 3 in management or equivalent). The course begins with a brief outline of the type of learning and subject areas covered. Students are supported in assessing their own learning style and preferences to help them study effectively.

Students look at six areas of management:

- strategy and the organisation;
- marketing;
- finance;
- leadership, management and motivation;
- managing people;
- monitoring and evaluation.

Using a textbook, students carry out various activities asking them to compare the theories they are reading about with what they see around them in their workplace. These activities have been designed to help them develop skills such as critical reading, note-taking, recognising and evaluating arguments, and learning how to write clearly.

Case Study 3
M226 Computing: A Work-Based Approach

Faculty of Mathematics and Computing

Challenge

The course team's aim is to provide students with the opportunity to use British Computer Society (BCS) software to map and plan their work activities over a 19-month period against an industry standard model.

This professional requirement challenges the University's approach to developing courses both in relation to academic levels of study and in relation to the period of study required to complete the course.

COBE has worked closely with the Faculty of Mathematics and Computing in their continuing development of this new approach to work-based learning.

Requirements

- Students need a tutor to make a workplace visit and help plan work activities.
- There should also be a workplace supervisor.
- OU courses can span a longer-than-usual period if required by the programme.
- OU courses can be developed with particular reference to external professional requirements (e.g. BCS).

Context

Becoming a computing professional needs more than just academic study: students also need to learn how to make the most of their opportunities in the workplace. To do this, students need to be aware of how their work activities relate to the computing profession as a whole; knowing how best to apply knowledge and skills they have gained from study or training; and reflecting on how well – or otherwise – they have performed in their work.

Through this course, students will be able to assess themselves in relevant skills and start to plan their future career development.

M226 supports students as they start to develop their computing career by using the British Computer Society (BCS) software to map and plan students' work activities. Whilst all of the students' work activities continue to be for their workplace (as normal), it is their engagement in the process of recording and reflecting on their activities and achievements in their work that enables them to gain university credit.

Case Study 4
E115 Personal Professional Development: Early Years Settings

Faculty of Education and Language Studies

Challenge

The development of this course required the learning outcomes to meet the standards of both higher education and the relevant professional body. This course has specific vocational relevance and is the level 1 work-based learning component of the Foundation Degree in Early Years.

The course had to be developed so that it complied with the specification for the whole degree because successful completion of this degree confers the status of Senior Practitioner, which is a nationally recognised professional qualification for Early Years workers.

Students also have the choice of progressing from this degree to a bachelor's degree and potentially to Qualified Teacher Status.

COBE liaised with the Faculty of Education and Language Studies in order to support the development of this course.

Requirements

Students need to:
- be experienced early years practitioners;
- be working directly with young children in a suitable early years setting for a minimum of five hours a week;
- have a suitable person within their work setting who will confirm that the work they submit is based on their practice within that setting;
- have regular and frequent access to a suitable PC with access to the internet;
- be competent in using the internet and office applications (e.g. word processing).

Context

E115 is a compulsory component of the Foundation Degree in Early Years. Students need to be registered for the whole award before they register for this course, and they should already have completed other specified courses at level 1. This course is therefore designed for experienced practitioners and assumes that students have experience of Early Years provision.

E115 teaches students the necessary knowledge and skills to enable them to reflect upon their practice within their work setting. Students are taught how to present evidence of the development of their practice against the core learning outcomes that are set out by central Government for all SureStart Unit Recognised Early Years Sector-Endorsed Foundation Degrees.

Case Study 5 Foundation Degree in Working with Young People

Evaluation of briefing pack for employers/students

Faculty of Education and Language Studies

Challenge

Work-based learning in this award needed to be supported by a briefing pack for employers which adequately explained the role of supporting students within their workplace. There was also the need to produce relevant material to guide students through their work-based learning experience.

Material for the briefing pack was initially developed by the faculty (Faculty of Education and Language Studies) and was then evaluated by prospective employers and students in a project run by COBE.

Findings

The findings of the evaluation project emphasised that the initial documents were excellent, comprehensive and well-written. The main findings detailed here therefore concerned issues such as:

- the length of the document should encourage easy access;
- comprehensive information can be more easily read in a range of defined sections;
- information needs to be read on a 'need to know' basis;
- clear signposting throughout is essential.

Context

This evaluation project is an example of the way in which faculties can find out how both employers' needs and students' needs are going to be met in work-based learning courses.

It is essential that both employers and students have a clear understanding of the roles they will need to undertake by being involved in learning in the workplace. Another essential aspect of this briefing pack is an explanation of how the relevant occupational standards were developed throughout the work-based learning course.

As a result of this project, the faculty were able to amend their briefing pack information to take account of the specific needs of those working with young people in a range of different occupations.

Appendix A
Conference Papers and Journal Articles

Harvey, M., Lockley, E. and Slaughter, T. (2005) 'Work-based Learning – An Open University Case Study', article for *Forward*, Issue 5. Available from http://www.fdf.ac.uk/pahseextradocs/journal5.pdf

Harvey, M. and Norman, L. (2005) 'Developing a distance-learning model for work-integrated learning', presented at *International Symposium on Work-Integrated Learning*, Orlando, Florida.

Harvey, M. and Slaughter, T. (2001) 'Work-based learning: developing a generic model for Foundation degrees', published in *Models and Implementations of Work-Based Learning*, ISBN 1-85924-240-5.

Harvey, M. and Slaughter, T. (2003) 'Exploring the knowledge processes involved in meaningful work-based learning', presented at the ICHEd Conference, *Teaching and Learning in Higher Education: New Trends and Innovations*, University of Aveiro, Portugal.

Harvey, M. and Slaughter, T. (2005) 'Assessment and evaluation in work-based learning', presented at the *Universities Accreditation for Lifelong Learning Conference*, March 2005, Edinburgh, Scotland.

Slaughter, T. and Harvey, M. (2002a) 'The development of work-based learning courses within a distance learning framework', published in *Integrating Work and Learning in Europe*, ISBN 0-954-2231-1-X and presented at *Online Educa*, Berlin.

Slaughter, T. and Harvey, M. (2002b) 'Development of work-based learning courses within distance learning degrees at the Open University', published in *New Patterns of Learning in Higher Education: Exploring issues from combining work placement and study*, City University, London, ISBN 1-903957-01-X.

Slaughter, T. and Harvey, M. (2004) 'New pathways between vocational and higher education learning outcomes', presented at the Annual Uace Conference, *Regional Futures: Formal and Informal Learning Perspectives*, University of Glamorgan, April 2004.

Slaughter, T., Harvey, M. and Barber, L. (2003) 'Work-based learning: an exploration of the key knowledge processes and their value to academic study', presented at *Researching Work and Learning Conference,* Tampere, Finland.

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SUP908023